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ABSTRACT

This document lists the competencies and skills necessary for the successful transition of special education students into the work force and the community. When fully implemented by a school, these competencies and skills assist the school and the Kansas Department of Rehabilitation Services in meeting the requirements of the state law on transition planning for developmentally disabled persons. Directions are provided for use of these guidelines as a needs assessment by teachers, administrators, parents, and local business oweners on the steering committee. Two blank lines precede each statement. On the first, the evaluator indicates, by a letter according to a given scale, whether the students develop the competency/skill in the current curriculum. On the second line, the evaluator indicates, by a number according to a given scale, a priority level for the competency/skill. Career development competencies and life skills are divided into these categories under the general heading of attitudes, values, and habits: unspecified, human relationships, occupational information, and acquisition of actual job and daily living skills. (YLB)

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Kansas Career Development Competencies and Life Skills for Transition

The Career Development Competencies and Life Skills for Transition were compiled from Clark (1989), NOICC (1988) and Brolin (1978). These competencies and skills are those necessary for the successful transition of Special Education students into the workforce and the community. When fully implemented by a school, the competencies and skills assist the school and the Kansas Department of Rehabilitation Services to meet the state law entitled, "Transition planning for developmentally disabled persons."

The implementation of these competencies and skills is a three-stage model.

Planning. The planning process includes 1) forming committees, 2) conducting needs assessments, 3) establishing program standards and 4) initial evaluation planning.

Development. The development process encompasses 1) directing committees in program development, 2) a review of the current program, 3) revising the program, 4) designing the evaluation and 5) identifying staff development needs.

Implementation. This process includes 1) involving committees in program implementation, 2) conduct staff development, 3) monitor program implementation, 4) evaluate and use results for program improvement.

These stages emphasize the importance of a total commitment from the school or special education program staff, an intent to involve all staff and administrators in the program improvement process and the importance of evaluation as a continuing obligation of the program.

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Local Needs Assessment

for the
Kansas Career Development Competencies and Life Skills for Transition

To use this needs assessment:

Have each teacher, administrator, parent and local business owner on your steering committee do the following:

1. Assign each statement a letter according to the scale below. Place the letter on the first line preceding the statement.

   A = students already get this competency/skill from our current curriculum

   B = students do not get all of this competency/skill from our current curriculum

2. On the second, indicate your priority level for the competency/skill.

   1 = High priority, all of our students need this competency/skill.
   2 = Moderate priority, many of our students need this
   3 = Low priority, few of our students need this

Attitudes, Values, and Habits

___ ___ 1. Identify and appreciate personal interest, abilities, and skills.[1]

___ ___ 2. Demonstrate the ability to use peer feedback.[1]

___ ___ 3. Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.[1]

___ ___ 4. Demonstrate an understanding of environmental influences on one's behaviors.[1]

___ ___ 5. Demonstrate an understanding of the relationship between personal behavior and self-concept.[1]

___ ___ 6. Describe how developmental changes affect physical and mental health.[1]

___ ___ 7. Describe the effect of emotional and physical health on career decisions.[1]

___ ___ 8. Describe healthy ways of dealing with stress.[1]

___ ___ 9. Describe behaviors that maintain physical and mental health.[1]

___ ___ 10. Demonstrate a positive attitude toward work.[1]

___ ___ 11. Demonstrate learning habits and skills that can be used in various educational situations.[1]

___ ___ 12. Demonstrate positive work attitudes and behaviors.[1]

___ ___ 13. Describe factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices, work habits).[1]

___ ___ 14. Describe ways in which occupational choices may affect lifestyle.[1]

___ ___ 15. Describe the contribution of work to a balanced and productive life.[1]

___ ___ 16. Describe ways in which work, family, and leisure roles are interrelated.[1]

___ ___ 17. Describe different career patterns and their potential effect on family patterns and lifestyle.[1]

Human Relationships

___ ___ 1. Demonstrate effective interpersonal skills.[1]

___ ___ 2. Demonstrate interpersonal skills required for working with and for others.[1]

___ ___ 3. Describe appropriate employer and employee interactions in various situations.[1]

___ ___ 4. Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.[1]

___ ___ 5. Respond appropriately to praise and criticism.[2]

Occupational Information

___ ___ 1. Demonstrate how to apply academic and vocational skills to achieve personal goals.[1]

___ ___ 2. Describe the relationship of academic and vocational skills to personal interests.[1]

___ ___ 3. Describe how education relates to the selection of college majors, further training, and/or entry into the job market.[1]

___ ___ 4. Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.[1]

___ ___ 5. Describe how learning skills are required in the workplace.[1]

___ ___ 6. Describe the educational requirements of various occupations.[1]

___ ___ 7. Demonstrate use of a range of resources (e.g., handbooks, career materials, labor market information, and computerized career information delivery systems).[1]

___ ___ 8. Demonstrate knowledge of various classification systems that categorize occupations and industries (e.g., Dictionary of Occupational Titles).[1]

___ ___ 9. Describe the concept of career ladders.[1]

___ ___ 10. Describe the advantages and disadvantages of self-employment as a career option.[1]

___ ___ 11. Identify individuals in selected occupations as

possible information resources, role models, or mentors.[1]

___ ___ 12. Describe how society's needs and functions affect the supply of goods and services.[1]

___ ___ 13. Identify how employment trends relate to education and training.[1]

___ ___ 14. Describe the impact of factors such as population, climate, and geographic location on occupational opportunities.[1]

___ ___ 15. Describe the effect of work on lifestyles.[1]

___ ___ 16. Describe the influence of change in supply and demand for workers in different occupations.[1]

___ ___ 17. Identify the positive contributions workers make to society.[1]

___ ___ 18. Describe how occupational and industrial trends relate to training and employment.[1]

___ ___ 19. Demonstrate an understanding of the global economy and how it affects each individual.[1]

___ ___ 20. Demonstrate responsibility for making tentative educational and occupational choices.[1]

___ ___ 21. Describe personal strengths and weaknesses in relationship to postsecondary education/training requirements.[1]

___ ___ 22. Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.[1]

___ ___ 23. Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs or work.[1]

___ ___ 24. Identify steps to apply for and secure financial assistance for postsecondary education and training.[1]

___ ___ 25. Identify alternatives in given decision-making situations.[1]

___ ___ 26. Describe how skills developed in academic and vocational programs relate to career goals.[1]

___ ___ 27. Demonstrate knowledge of the social significance of

various occupations.[1]

___ ___ 28. Identify factors that have influenced the changing career patterns of women and men.[1]

___ ___ 29. Identify evidence of gender stereotyping and bias in educational programs and occupational settings.[1]

___ ___ 30. Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping.[1]

___ ___ 31. Identify courses appropriate to tentative occupational choices.[1]

___ ___ 32. Describe the advantages and problems of nontraditional occupations.[1]

___ ___ 33. Describe career plans that reflect the importance of lifelong learning.[1]

___ ___ 34. Demonstrate knowledge of postsecondary vocational and academic programs.[1]

___ ___ 35. Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school[1]

___ ___ 36. Demonstrate knowledge that changes may require retraining and upgrading of employee's skills.[1]

___ ___ 37. Describe school and community resources to explore educational and occupational choices.[1]

___ ___ 38. Describe the costs and benefits of self-employment.[1]

___ ___ 39. Demonstrate occupational skills developed through volunteer experiences, part-time employment, or cooperative education programs.[1]

___ ___ 40. Demonstrate skills necessary to compare education and job opportunities.[1]

___ ___ 41. Describe skills to locate, interpret, and use information about job openings and opportunities.[1]

___ ___ 42. Demonstrate an understanding that job opportunities often require relocation.[1]

___ ___ 43. Demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change).[1]

___ ___ 44. Identify specific job openings.[1]

Acquisition of Actual Job and Daily Living Skills

___ ___ 1. Demonstrate academic or vocational skills required for a full or part-time job.[1]

___ ___ 2. Demonstrate skills and behaviors necessary for a successful job interview.[1]

___ ___ 3. Demonstrate skills in preparing a resume and completing job applications.[1]

___ ___ 4. Demonstrate employability skills necessary to obtain and maintain jobs.[1]

___ ___ 5. Describe placement services available to make the transition from high school to civilian employment, the armed services, or postsecondary education/training.[1]

___ ___ 6. Identify money and make change.[2]

___ ___ 7. Demonstrate ability to make wise expenditures.[2]

___ ___ 8. Demonstrate ability to obtain and use bank and credit card facilities.[2]

___ ___ 9. Demonstrate ability to construct a personal budget and keep basic financial records.[2]

___ ___ 10. Demonstrate ability to calculate and pay taxes or identify sources for assistance with taxes.[2]

___ ___ 11. Identify personal or family housing requirements and procedures to satisfy these requirements.[2]

___ ___ 12. Demonstrate routine cleaning procedures for maintaining a home.[2]

___ ___ 13. Exhibit proper grooming and hygiene.[2]

___ ___ 14. Demonstrate knowledge of physical fitness, nutrition, and weight control.[2]

___ ___ 15. Dress appropriately.[2]

___ ___ 16. Demonstrate knowledge of common illness prevention and treatment.[2]

___ ___ 17. Identify adjustments and responsibilities in marriage, including family planning and

contraception.[2]

___ ___ 18. Identify parent responsibilities and child needs in raising a family.[2]

___ ___ 19. Identify aspects of family safety in the home.[2]

___ ___ 20. Demonstrate appropriate eating skills.[2]

___ ___ 21. Demonstrate ability to plan, purchase food for, prepare, and clean up after balanced meals.[2]

___ ___ 22. Demonstrate wise purchase of and appropriate care of clothing.[2]

___ ___ 23. Demonstrate general understanding of local and federal laws and government.[2]

___ ___ 24. Identify citizenship rights and responsibilities.[2]

___ ___ 25. Identify registration and voting procedures.[2]

___ ___ 26. Identify Selective Service procedures.[2]

___ ___ 27. Identify civil rights and responsibilities when questioned by the law.[2]

___ ___ 28. Identify activities and available community resources.[2]

___ ___ 29. Demonstrate knowledge of traffic rules and safety practices.[2]

___ ___ 30. Demonstrate knowledge and use of various means of transportation.[2]

___ ___ 31. Recognize emergency situations.[2]

___ ___ 32. Read at a level needed for future goals.[2]

___ ___ 33. Write at a level needed for future goals.[2]

___ ___ 34. Speak adequately for understanding.[2]

___ ___ 35. Demonstrate understanding of the subtleties of communication.[2]

___ ___ 36. Demonstrate satisfactory balance and coordination.[2]

___ ___ 37. Demonstrate satisfactory manual dexterity.[2]

___ ___ 38. Demonstrate satisfactory stamina and endurance.[2]

___ ___ 39. Demonstrate satisfactory sensory discrimination.[2]

___ ___ 40. Work at a satisfactory rate.[2]

___ ___ 41. Demonstrate recognition of importance of punctuality and attendance.[2]

___ ___ 42. Demonstrate occupational safety.[2]

The four component model was adapted from:
Clark, G.M. & Kolstoe, O. P. (1989). Career development and transition education for adolescents with disabilities. Boston: Allyn and Bacon Publishing Co.

Skill statements ending with [1] are from:
The National career guidance and counseling guidelines: High schools. (1988). Washington, D.C.: National Occupational Information Coordinating Committee.

Skill statements ending with * are from:

Brolin, D. E. (Ed.). (1978). Life centered career education: A competency based approach. Reston, VA: The Council for Exceptional Children.

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